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Journal homepage: www.publishing.globalcsrc.org/jbsee**Exploring Parents Involvement in University Students Education**¹ Tahira Batool, ² Jannat Raiz¹ Assistant Professor, Research and Evaluation Department, Lahore College for Women University, Lahore, Pakistan: tahirashehsz@yahoo.com² M Phil Scholar, Research and Evaluation Department, Lahore College for Women University, Lahore, Pakistan: jenniriaz03@gmail.com**ARTICLE DETAILS****ABSTRACT****History**

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Educationists have been focusing continuously on importance parental involvement in students' education. This study was designed to find out parental involvement in curricular and co-curricular activities of university students. The population of this survey research was students studying in universities of Lahore Districts. Random sampling technique was used to collect data of three hundred students from different universities. The researcher constructed a questionnaire for finding out the opinions of students. After the collection of data, the quantitative data were entered in SPSS for analysis about involvement of their parents. The data was analyzed by using frequencies, percentages, means, standard deviations and correlations. Results revealed positive opinions and correlations regarding parental involvement.



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Corresponding author's email address: tahirashehsz@yahoo.com**Recommended citation:** Batool, T. & Raiz, J., (2020). Exploring Parents Involvement in University Students Education. *Journal of Business and Social Review in Emerging Economies*, 6(1), 187-196**DOI:** 10.26710/jbsee.v6i1.1037**1. Introduction**

Previous researches on parental involvement has proven the strong association of homes and schools regarding students' education (Edwards & Alldred, 2000; Richardson, 2009; Sheldon, 2009; Sanders & Sheldon, 2009). Epstein (2001, 2009) has claimed that a partnership should present between parents, school and community, because, such partnership is a strong reason of students' success in school. Parental involvement is not only playing a strong role in their child's success but also it is a reason of improving school climate, parental skill and school programs that emphasize an active role of parents in their children education and community development. Research prepared by Sheldon (2009) had exposed that successful learners' have strong parental academic support. Likewise, research on effective schools with high achievers has shown school-home strong associations, regardless of these schools working in socio-economic conditions (Sanders & Sheldon, 2009). More importantly, all students' with supportive home environment enjoy more academic success than others (Henderson & Berla, 1994).

Academicians has been focusing continuously on research on parental involvement. Parents' involvement involves all activities that assist youngsters surpass the expectations of the youngster role and covers parent-teacher relations and parent-child relations. Furthermore, research results in case of parental involvement have been mostly varying. In the meantime, much researches has in favor of improved academic achievement when parents involve in their education (e.g. Burcu & Sungur, 2009; Epstein, 1991; Ho Sui-Chi & Willms, 1996; Lee & Bowen, 2006). In contrast, researches has also pointed out that low achievement when parents who took part in child's educational matters (e.g. Desimone, 1999; Domina, 2005) or such involvement has shown no influence on child's achievement (e.g. Fan, 2001).

More educational institutions has been realizing importance of parental involvement in improvement of students education because it has become compulsory to recognize what is meant by parental involvement and how they can influence on students education. Studies on parental involvement has focused on number of times parents have participated in particular events (Griffith, 1996; Zellman & Waterman, 1998). Parents are busy in their jobs or daily life routine. Some parents have language barrier others are from low income burden and they are not able to attend their childrens' school regularly (Ho, 2009). Baeck (2010) has also mentioned that lacking financial resources, and shortage of education are the main barriers to parental involvement in school years. Sometimes low self-esteem or self-experiences in success of their own school life is also barrier in parental involvement. Parents has not successful schooling have negative feelings with schools (Davis, 1996; Greenwood & Hickman, 1991). Language, the curriculum, and the staff may be issue for Parents therefore, they feel hesitant to communication with the school administration and teachers (Flynn, 2007). Some school administrator need training to involve and convince parents in their child's education. Therefore, educators should learn different techniques for creating partnership with parents (Greenwood & Hickman, 1991). Effect of parental involvement on students' success needs to be understood by teachers and administrators (Flynn, 2007).

Extra-curricular activities has a magnificent role in developing variety and creativity in the world wide curriculum in education. Many students have an interest like to see the universe by observing their backgrounds as compared to be a bookworm. Co-curricular activities are now becoming the vital part of education and provide the sense of physical, moral development of students. (Lipscomb, 2007). Participation in sports had a keen influence on the all the types of additional activities which involve children by more encouragement given from the guardians, the slightly increase in achievement of the subject in which the children are involved (Rees, & Sabia, 2010). Gender of student also play a role in parental participation (Batoool & Jannat, 2019). Definitely, involvement of parents capable the kids to progress great stages of accommodative enthusiasm, that shows further, children are actively taking part in co-curricular when their parents are actively involved and have a positive thoughts about the level of education and accept that additional to curricular activities are the vital for better schooling (Mansour & Martin, 2009).

The coordinators of parental involvement also have responsibility of encouraging parents to involve in their child's education. They often conduct workshops for providing information about the school curriculum (Epstein, 2009). According to Ascher (1988) parents from low-income cities also need to contribute in their child's education like middle-class parents. Moreover, single-parent participation is repeatedly held up by child-care duties. Several administrators tried to decide that such parents cannot be trusted upon. Therefore, they could not participate in meetings. When children have problem at school most of teachers and administrators think gave no support to their children (Flynn, 2007). Pre service teachers could work with parents as part of their teacher education programme and internship Greenwood and Hickman (1991) has suggested that prospective teachers should have internship programs with parents to promote parental involvement. This study was designed to explore parental involvement of university students.

Research Questions

This study was unfolded under the following research questions:

- What is the extent of parental involvement in curricular activities of university students in relation to their academic achievement?
- What are the perceptions of participants about parental involvement related to career choice?
- What is the extent of parental involvement in curricular activities of university students regarding guidance and counseling
- What is the extent of parental involvement in co-curricular activities of university students?
- What are the barriers, issues and problems in parental involvement of university students?
- What is the influence of parental involvement on the curricular and co-curricular activities of student at university level?
- What Correlation exists among parental involvement related to different academic factors of student at university level?

2. Methodology

2.1 Research design

It was a quantitative research approach followed by a survey research method. Opinion of participants were collected by surveying different universities.

2.2 Population and Sampling

The population of the study was all students in both public and private universities. Universities were selected from Lahore district. Random sampling technique was used to select universities. In this way, four universities were selected. In the same way, three hundred students were randomly selected as a sample of the study.

2.3 Research Instrument and Process of Data Collection

The questionnaire was used as an instrument of this research. It comprised on five parts parental involvement related to: - 1) academic achievement, 2) career choice, 3) guidance and counseling, 4) co-curricular activities, 5) barriers, issues and problems in parental involvement. The focus was to find out the level of parental involvement on curricular and co-curricular activities of university student and also know about the level of parental involvement in their children support, concerns with university issues, students interest, physical, cultural and emotional development researcher can able to know about the positivists of their current problems and issues during their education and parents' concerns out of the education. And what type of involvement was necessary development of the university students. In the end, the professional question part related to the professional level of parents and teachers involvement at university level. For the pilot testing the data was collected from the 60 students of graduation level of public and private universities. In current study, the reliability of the questionnaire was calculated and found .78, the value of Cronbach Alpha was encouraging. Permission from HODs of relevant department was taken to administer the questionnaire. After explaining the purpose of the study, the questionnaire was distributed to the respondents. Then researcher personally collected data from graduation students of public and private sector universities.

3. Results

After using computer software SPSS results were obtained that was shown in tables.

Table 1: Responses of Participants about Parental Involvement Related to Academic Achievement

Statements	Never n(%)	Rarely n(%)	Sometime n(%)	Often n(%)	Always n(%)
Parental involvement is necessary for teaching learning.	21(7)	25(8)	40(13)	51(17)	163(54)
Home environment influence the adult learning.	20(6)	33(11)	39(12)	55(18)	153(52)
My parents reward me on higher scores in academic.	30(10)	38(12)	68(22)	23(17)	111(37)

I have friendly relation with my parents.	20(6)	26(8)	50(16)	60(20)	143(47)
I want my parents visit to university is essential.	61(20)	46(15)	87(29)	46(15)	60(20)
I communicate with my parents on daily basis.	28(9)	46(15)	47(15)	62(20)	116(38)
Is my parents visit to my university?	66(22)	64(21)	71(23)	45(15)	51(17)
In educational field parent's economic status or social class is matter of worth.	39(13)	47(15)	75(25)	59(19)	77(25)
I feel parent's involvement at higher education is only related to financial support.	56(18)	38(12)	79(26)	62(20)	65(21)
Parents decision making and learning abilities supports improved students' outcomes.	24(8)	32(10)	74(24)	58(19)	112(37)
I want all Parents give the comfortable environment for enhance their children mental development.	24(8)	25(8)	38(12)	44(14)	169(56)

Seventy one percent (71%) students agreed that parental involvement is necessary for teaching learning, (80 %) students agreed that home environment influence the adult learning, (54%) students agreed that their parents reward them on higher scores in academic, (64%) students agreed that they have friendly relation with their parents, (35%) students agreed that they want their parents visit to university is essential, (58%)students agreed that they communicate with their parents on daily basis, (32%) students agreed that their parents visited to their university or not, (34%)students agreed that in educational field parents' economic status or social class is matter, (41%) students agreed that they feel parent's involvement at higher education is only related to financial support , (56%) students agreed that parents decision making and learning abilities supports improved students outcomes, (86%)students agreed that they want all parents give the comfortable environment for enhancing their children mental development.

Table 2: Responses of Participants about Parental Involvement Related to career choice

Statement	Never n(%)	Rarely n(%)	Sometime n(%)	Often n(%)	Always n(%)
I consult my parents in career making decisions.	43(14.3)	54(18)	73(24)	70(23)	60(20)
Society trend are important for me in deciding my career choice.	68(22)	60(20)	78(26)	56(18)	38(12)
I make the career decision on the basis of my educational qualification and background.	31(10)	55(18)	74(24)	61(20)	79(26)
My career decision depends upon the basis of the family status.	77(25)	57(19)	46(15)	66(22)	54(18)
I make decisions of my career choice on the satisfaction of my teachers.	32(10)	44(14)	71(23)	50(16)	103(34)
I make the decision based on my financial condition.	48(16)	43(14)	69(23)	68(22)	72(24)

Table 2 describes the opinion of students about the parental involvement related to career choice. Only (43%) students agreed that they consult their family in making any career decision, (30%)students agreed that they go by the society trend in deciding their career choice, (46%)students agreed that they make the career decision on the basis of their educational qualification and background, (40%) students agreed that they make their career decision on the basis of the family status ,on the other hand (50%) students agreed that they make their career choice on the satisfaction of their teachers, (46%) student agreed that they make their decision based on their financial condition.

Table 3: Responses of Participants about Parental Involvement Related to guidance and counseling

Statements	Never n(%)	Rarely n(%)	Sometime n(%)	Often n(%)	Always n(%)
My parents help me to deal with feelings of grief and stress.	33(11)	41(13)	48(16)	52(17)	126(42)
My parents give the guidance and counseling on my higher studies.	22(7)	58(19)	77(25)	47(15)	96(32)
My parents help me to manage time.	39(13)	51(17)	73(24)	61(20)	76(25)
My parents provide guidance and counseling, so I can make good decisions.	30(10)	47(15)	53(17)	56(18)	114(38)
My Parents help me to establish my future goals.	35(11)	42(14)	46(15)	55(18)	122(40)
My Parents help me to deal with study and peer problems.	32(10)	43(14)	73(24)	59(19)	93(31)

Table 3 describes the opinion of students about the parental involvement related to guidance and counseling. One Seventy Eight (59%) students agreed that their parents help them to deal with feelings of grief and stress, One Forty Three (47%) students agreed that their parents give the guidance and counseling on their higher studies, One Thirty Seven(45%) students agreed that their parents help them to manage time, One Hundred Seventy(56%) students agreed that their parents provide them guidance and counseling, so they can make good decisions, One Hundred Seventy Seven(58%) students agreed that their Parents help them to establish their future goals, One Hundred Fifty Two (50%) students agreed that their Parents help them to deal with study and peer problems.

Table 4: Responses of Participants about Parental Involvement Related to co-curricular activities

Statements	Never n(%)	Rarely n(%)	Sometime n(%)	Often n(%)	Always n(%)
Parental involvement influences the student physical development.	31(10)	33(11)	49(16)	80(26)	107(35)
My parents appreciate me to participate in co-curricular activities in university.	15(5)	37(12)	77(25)	89(29)	82(27)
I participate in sports or physical activity through local club.	27(9)	29(9)	69(23)	80(26)	95(31)
Co-curricular activities are necessary for academic achievement.	19(6)	40(13)	75(25)	81(27)	85(28)
My parents are cooperative to fulfill my goals related to my cognitive and physical development.	29(9)	23(7)	54(18)	69(23)	125(41)
I want university to give me the interactive environment to fulfill my co-curricular interests.	23(7)	24(8)	61(20)	84(28)	108(36)
I feel university enhance my civic ability like rules, laws, and responsibilities.	16(5)	49(16)	63(21)	75(25)	97(32)
I feel some co-curricular activities enhance the finance professional.	58(19)	45(15)	90(30)	47(15)	60(20)
My parent's give me the comfortable environment for fulfill my aims not related to education.	22(7)	32(10)	51(17)	91(30)	104(34)
Co-curricular activities enhance the student	19(6)	33(11)	73(24)	61(20)	114(38)

abilities to cooperate with the society.					
Co-curricular activities are important at higher level studies.	20(6)	39(13)	67(22)	73(24)	101(33)
Co-curricular activities are beneficial for student's healthy development.	31(10)	32(10)	78(26)	64(21)	95(31)
I think parents should spend some time with their children on co-curricular activities.	26(8)	44(14)	94(31)	64(21)	72(24)

Table 4 describes the opinion of students about the parental involvement related to the co-curricular activities. More than half (61%) students agreed that Parental involvement influences the student physical development, (56%)students agreed that their parents appreciate them to participate in co-curricular activities in university, (57%)students agreed that they participate in sports or physical activity through local club, (55%)students agreed that Co-curricular activities are necessary for academic achievement, (64%)students agreed that their parents are cooperative to fulfill their goals related to their cognitive and physical development, (64%)students agreed that they want university give them the interactive environment to fulfill their co-curricular interests, (57%) students agreed that they feel university enhance their civic ability like rules, laws, and responsibilities, (35%)students agreed that they feel some co-curricular activities enhance their finance professional, (64%)students agreed that their parent's gave them the comfortable environment for to fulfill their aims not related to education, (58%) students agreed that Co-curricular activities enhance the student abilities to cooperate with the society, one hundred seventy four (57%)students agreed that Co-curricular activities are important at higher level studies, (52%)students agreed that Co-curricular activities are beneficial for student's healthy development, (45%) students agreed that they think that parents should spend some time with their children on co-curricular activities.

Table 5: Responses of Participants About the barriers, issues and problems in parental involvement of university students

Statement	Never n(%)	Rarely n(%)	Sometime n(%)	Often n(%)	Always n(%)
Parent's education level influences the children growth and development.	15(5)	38(12)	70(23)	80(26)	97(32)
Parent's socio-economic status influences their student career.	23(7)	41(13)	65(21)	77(25)	94(31)
Lack of parent's attention cause their children intelligence level.	23(7)	36(12)	72(24)	77(25)	92(30)
University administration influences the students learning abilities.	19(6)	24(8)	54(18)	78(26)	125(41)
Parent's behavior influences the behavior of learners.	34(11)	24(8)	67(22)	69(23)	106(35)

Table 5 describes the opinion of students about the barriers, issues and problems in parental involvement of university students. More than half (58%) students think that parent's education level influences the children growth and development, (56%) participants agreed that parent's socio-economic status influences their student career, (55%) said that lack of parent's attention cause their children intelligence level, (67%) said university administration influences the students learning abilities, (58%) think parent's behavior influences the behavior of learners.

Table 6: Result of descriptive statistic for the influence of parental involvement on the curricular and co-curricular activities of student at university level

Factors	Min.	Max.	Mean	SD	Skewness	Kurtosis
Parental involvement related to academic achievement	1.36	5.00	3.56	0.75	-0.42	-0.24
Parental involvement related to career choice	1.00	5.00	3.15	0.93	0.00	-0.66
Parental involvement related to guidance and counseling	1.00	5.00	3.51	1.13	-0.39	-0.84
Parental involvement related to co-curricular activities	1.54	5.00	3.59	0.71	-0.32	-0.31
The barriers, issues and problems in parental involvement of university students.	1.00	5.00	3.68	0.98	-0.63	-0.17

The table 6 shows that each of the variables is summarized. We have information from 300 respondents, ranging in five factors. The mean score of the parental involvement related to barriers, issues and problems of university students was 3.68 on a probable score of 5 the standard deviation was 0.98 which was show that the moderate level of parental involvement on curricular and co-curricular activities of students at university level as compared to the parental involvement related to academic achievement, career counseling, guidance counseling and co-curricular activities. The skewness and kurtosis variables show data is normally distributed.

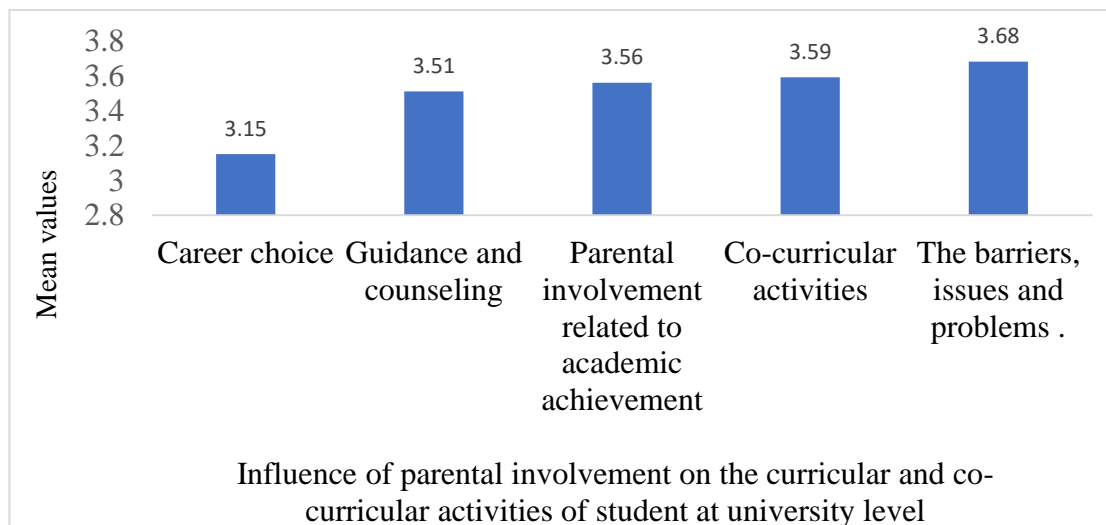


Figure 1: Comparison of scores of parental Involvements on the Curricular and co-curricular Activities of student at university level

Table 7: Correlation among parental involvement related to different academic factors of student at university level

Parental involvement related to	1	2	3	4	5
Academic Achievement	1				
Career Choice	-.034	1			
Guidance and counseling	.649**	.059	1		
Co-curricular Activities	.415**	.204**	.363**	1	
The barriers, issues and problems	.429**	.100	.336**	.703**	1

* $p < .05$. ** $p < .01$

Table 7 shows correlation among parental involvement related to different academic factors of student at university level. There was no significant relationship between the academic achievement and career choice ($r = -.034$, $p > .05$). There was significant relationship between academic achievement and guidance and counseling ($r = .649$, $p < .01$). If the involvement of parents in guidance and counseling of

university students were increased then the involvement of parents in academic achievement of students were also increased. There was significant moderate positive relationship between the academic achievement and co-curricular activities ($r = .415, p < .01$). If the involvement of parents in academic achievement of university students were increased then the involvement of parents in co-curricular activities of students were also increased. There was significant moderate positive relationship between academic achievement and the barriers, issues and problems was moderate ($r = .429, p < .01$). If the involvement of parents in academic achievement of university students were increased then the involvement of parents in the barriers, issues and problems of students were also increased.

There was no significant relationship between the career choice and guidance and counseling ($r = .059, p < .01$). There was significant small positive relationship between the career choice and co-curricular activities ($r = .204, p < .01$). If the involvement of parents in career choice of university students were increased then the involvement of parents in co-curricular activities of students were also increased. There was significant moderate positive relationship between the co-curricular activities and guidance and counseling ($r = .363, p < .01$). If the involvement of parents in co-curricular activities of university students were increased then the involvement of parents in guidance and counseling of students were also increased. There was not significant relationship between the career choice and the barriers, issues and problems ($r = .100, p < .01$). There was significant moderate positive relationship between barriers, issues and problems, and guidance and counseling ($r = .336, p < .01$). If the involvement of parents in barriers, issues and problems of university students were increased then the involvement of parents in guidance and counseling of students were also increased. There was significant large positive relationship between barriers, issues and problems, and co-curricular activities ($r = .703, p < .01$). If the involvement of parents in barriers, issues and problems of university students were increased then the involvement of parents in co-curricular activities of students were also increased.

4. Discussion

Findings of this study has been shown that parental involvement is necessary for teaching learning process, parents reward on higher scores, friendly relations, communication with children and visit to university is essential (e.g. Wherry, 2009). They have feelings that parents' economic status or social class, financial support, decision making and learning abilities supports improved students outcomes and the comfortable environment for enhancing their children's mental development. Most of the time students consult their family in making any career decision, they go by the society trend in deciding their career choice and make the career decision on the basis of their educational qualification and background. Students make their career decision on the basis of the family status. Furthermore, students told that they make their career choice on satisfaction of their teachers and they make their decision based on their financial condition (e.g. Burcu & Sungur, 2009; Trotman, 2001).

Students told that parents help them to deal with feelings of grief and stress, parents give the guidance and counseling on their higher studies. They think that their parents help them to manage time, in making good decisions and to establish their future goals. Students agreed that their parents help them to deal with study and peer problems. Parental involvement also influences physical development of university students. Their parents appreciate them to participate in co-curricular activities in university. Therefore, they participate in sports or physical activity through local club. Co-curricular activities are necessary for academic achievement, cognitive and physical development, they want university give them the interactive environment to fulfill their co-curricular interests. They feel that university can enhance their civic ability like rules, laws, and responsibilities. Moreover, they understand the importance of parental involvement in co-curricular activities to enhance the students' abilities to cooperate with the society and benefits for student's healthy development (e.g. Hoover-Dempsey, & Sandler, 1995).

University students think that parent's education level influences the children growth and development, behavior, abilities and career. In the same way, lack of parent's attention influence their children's intelligence level. Academic achievement and career choice were not correlated (e.g. Hill, & Tyson,

2009). There was significant relationship between academic achievement and co-curricular activities, guidance and counseling (Jeynes, 2007). There was significant moderate positive relationship between academic achievement and the barriers, issues and problems. There was no significant relationship between the career choice and guidance and counseling. There was a relationship between the career choice and co-curricular activities.

5. Conclusion and Recommendations

The study has concluded that parents' economic status or social class, financial support, decision making and learning abilities supports improved students outcomes. Most of the time students consult their family in making any career decision. Students make their career decision on the basis of the family status. Students told that parents help them to deal with feelings of grief and stress, parents give the guidance and counseling on their higher studies. Co-curricular activities are necessary for academic achievement, cognitive and physical development, they want university give them the interactive environment to fulfill their co-curricular interests. The education level of parents of university students also matter in students' success. If parents were with low education, they did not give due attention to their development and career. Academic achievement and career choice were very closely correlated. There was significant moderate positive relationship between academic achievement and the barriers, issues and problems related to parental involvement. There was a relationship between the career choice and co-curricular activities are also interconnected. The study should be conducted on specific subjects' achievement and barriers and problems in the way of parental involvement is also need to be explored.

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